

Pupil premium strategy statement: Ashfield Junior School

| 1. Summary information | | | | | |
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| School | Ashfield Junior School | | | | |
| Academic Year | 2018/19 | Total PP budget | £54,720 | Date of most recent PP Review | 26.4.18 |
| Total number of pupils | 248 | Number of pupils eligible for PP | 39 | Date for next internal review of this strategy | Feb 19 |

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Historical issues with gap between disadvantaged and non-disadvantaged on entry and throughout key stage 2. |
| B. | PP pupils making less than expected progress in Maths across KS2. |
| C. | School and family links-focused support with some families is needed. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | Low aspirations and lack of engagement for some PP pupils/families having a detrimental effect on their academic progress. |
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3. Desired outcomes *(Desired outcomes and how they will be measured)*

Success criteria

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| A. | PP pupils will make good or better progress in all subjects- especially maths. | Progress data shows that PP progress is in line with national figures. |
| B. | The gap between PP and non PP pupils closes as the children move through the school. | The attainment difference between PP and non PP is at least in line with the national difference. |
| C. | There is consistently Good/Outstanding teaching in all classrooms that encourages pupils to reflect on their learning. | All PP pupils make progress at least in line with expectations from KS1. |

4. Planned expenditure

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| Academic year | 2018-2019 | <input type="checkbox"/> |
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| <p>Progress and attainment in Maths is in line with national figures in each year group and at end of KS2.</p> | <p>Embedding the use of Numicon resources, other practical apparatus and planning materials to provide concrete and pictorial learning strategies to support pupils' understanding of number and calculation.</p> <p>Involvement with the local maths leaders network to share good practice.</p> <p>Priority feedback to pupils.</p> <p>Use of 'The Big Ideas' materials from OUP to target pupils in Y5 & Y6 at WTS.</p> <p>Sessions and advice for parents on how we teach maths and support with homework.</p> <p>Use of Numicon Intervention Programme materials.</p> | <p>'Closing the Gap with the new Primary Curriculum' Sept 2014- highlights the benefits of using concrete apparatus.</p> <p>Use of NCETM as a recognised organisation leading professional development for teachers in Maths.</p> <p>Growing impact of the work of the Maths Hubs and White Rose planning materials.</p> <p>Use of OUP materials as an evidence based company.</p> | <p>Through work scrutiny, pupil interviews and lesson observations alongside analysis of pupil data to monitor progress at points across the year.</p> <p>Regular staff meetings to discuss pedagogy and share good practice.</p> <p>Maths performance and attainment included in all staff appraisals for 2017-2018.</p> <p>Discussion at pupil progress meetings 3x annually.</p> <p>Headteacher report to Governors 3x annually alongside Governor monitoring of Maths and data analysis.</p> | <p>SF & CG</p> | <p>December 2018</p> <p>March 2019</p> <p>June 2019</p> |

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| <p>Progress and attainment in reading, writing and SPAG is in line with national figures for all groups and at end of KS2.</p> | <p>Professional development for teachers to develop use of SPAG skills in writing (in particular working alongside SLE). Use of No Nonsense Phonics in Y3. Use of No Nonsense Spelling throughout school.</p> <p>Continued use of Project X Comprehension Express to target the development of reading skills across all year groups.</p> <p>Priority feedback for pupils.</p> <p>Raise the profile of spelling across school- word of the week, development of vocabulary, challenge words displayed around school, sharing words with parents through homework and facebook page.</p> | <p>Reading & SPAG results for disadvantaged pupils 2018 below non disadvantaged.</p> <p>Spelling analysis across school highlighted issues with phonics and application of spelling rules. Whole school focus needed. No Nonsense scheme used at feeder Infants so need to ensure progression in pedagogy into Y3.</p> <p>Pupils entering Y6 were having to make up more ground to achieve expected standard in reading. Need for whole school progression in skills to meet all 'domains'. QLA from 2017 showed inference as a key focus area where school is behind national.</p> <p>Focus and development on reading skills through Comprehension Express also highlights spelling and vocabulary development.</p> | <p>Half termly book scrutiny. Half termly pupil interviews. English Action Plan & monitoring by English Subject Leader. Integral part of the school's Rapid Development Plan. Provision of good quality professional development that is disseminated to all staff. External monitoring by English SLE. Pupil progress meetings 3x annually alongside data collection.</p> | <p>RB</p> | <p>December 2018 March 2019 June 2019</p> |
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Total budgeted cost £15000

ii. Targeted support

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| <p>Lower attaining pupils make accelerated progress in Maths from KS1/ Y3 Baseline results.</p> | <p>Use of Numicon Intervention Programme (2018). Use of STA support in Maths lessons to use smaller group formats in order to give more support where needed. Use of conferencing during afternoon sessions to provide immediate feedback from morning sessions where there are errors or misconceptions. Use of priority feedback for pupils. Use of 'The Big Ideas' to target pupils working at WTS in Y5 & Y6.</p> | <p>Use of concrete apparatus and visual images to support pupil's understanding of number. 'Closing the Gap with the new Primary Curriculum' Sept 2014- highlights the benefits of using concrete apparatus. Numicon is a recognised national intervention. Results from Date for Numicon groups for 2017-2018 shows accelerated progress for most pupils.</p> | <p>Training and professional development for staff (Sept 17). Dedicated staff to deliver the programme (LS HLTA). Dedicated space available in school for sessions to take place. Timetabled sessions. Targeted pupils to receive the support based on prior attainment and progress data. Sufficient resources purchased. Dedicated feedback time.</p> | <p>CG & SF LS</p> | <p>December 2018 February 2019 June 2019</p> |
| <p>All pupils have reading age at least in line with their chronological age by the end of Year 4. (except SEND pupils significantly behind age expectations).</p> | <p>Use of RWI Fresh Start programme. Use of IDL online reading programme. Daily reading with pupils identified by Salford Testing. Use of No Nonsense Spelling and Comprehension Express. Priority feedback for disadvantaged pupils.</p> | <p>Read, Write Inc is recognised national programme. The EEF toolkit points to a 4+ month measure of progress when using small group tuition and phonics. Fresh Start specifically mentioned with an average of 3 months additional progress. Results from previous interventions in school 2017-2018 show positive impact.</p> | <p>Training and professional development for staff. Dedicated staff to deliver the programmes. Close home links to encourage learning at home. Dedicated space available in school for sessions to take place. Timetabled sessions. Targeted pupils to receive the support based on prior attainment and progress data. Sufficient resources purchased.</p> | <p>RB with SG</p> | <p>September 2018 December 2018 March 2019 June 2019</p> |
| Total budgeted cost | | | | | <p>£25000</p> |
| <p>iii. Other approaches</p> | | | | | |
| <p>Desired outcome</p> | <p>Chosen action / approach</p> | <p>What is the evidence and rationale for this choice?</p> | <p>How will you ensure it is implemented well?</p> | <p>Staff lead</p> | <p>When will you review implementation?</p> |

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| <p>Families feel confident to support their children to learn.</p> <p>They have the tools, resources and strategies in place to be confident to engage with school and understand their child's learning.</p> | <p>Dedicated support for parents to discuss concerns and worries.</p> <p>Access to dedicated staff for advice and support with school and home.</p> <p>Homework Club provided weekly to support families struggling to work at home.</p> <p>Cookery Classes to support families to provide healthy meals at home.</p> <p>Advice for health and wellbeing and sign posts to external agencies for support.</p> <p>Workshops to provide families with advice on how to read with their child at home.</p> <p>Workshops to provide families with advice on how we teach maths and SPAG.</p> <p>Attendance support.</p> | <p>Data analysis at school shows some under-performance from some pupils.</p> <p>Observations have identified the need to focus on these aspects to ensure all pupils achieve.</p> <p>EEF Toolkit points to a +8 months progress measure when there is a focus on meta-cognition and self-regulation.</p> <p>Analysis from previous year spending shows a greater impact for some pupils where there is full engagement from families.</p> | <p>Staff training and professional discussion around 'disadvantage'.</p> <p>SDP priority linked to attainment and progress of disadvantaged pupils with regular feedback to governors.</p> <p>School staff and governors working on how to 'poverty proof' the school and the curriculum- thinking of this when planning activities etc.</p> <p>Focus on developing ways to support pupils to plan, monitor and evaluate their learning both in school and home projects.</p> <p>Monitor progress and attainment data.</p> <p>Monitor the use of the support offered to parents/families.</p> <p>Monitor attendance at homework club.</p> | <p>SF & SS</p> | <p>Dec 18</p> <p>March 19</p> <p>June 19</p> |
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| <p>All pupils, particularly those who are disadvantaged have attendance at least at 97%.</p> <p>There are strong links between home and school to encourage good attendance at school and being ready to learn.</p> | <p>Use of Principal Learning Mentor time to strengthen home links and improve attendance.</p> | <p>Data analysis at school shows some disadvantaged pupils have attendance below 97%.</p> | <p>Attendance data monitoring.</p> <p>Dedicated time for Principal Learning Mentor to work with target families and pupils.</p> <p>Timetabled sessions to develop behaviour for learning skills.</p> | <p>SF & ET</p> | <p>October 17 December 17 February 2018 April 2018 June 2018 July 2018</p> |
| <p style="text-align: right;"><input type="checkbox"/> Total budgeted cost</p> | | | | | <p style="text-align: right;">£15000 <input type="checkbox"/></p> |

| 5. Review of expenditure | | | | |
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| Previous Academic Year | | 2017-2018 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Progress and attainment in Maths is in line with national figures in each year group and at end of KS2. | Introduction of Numicon resources and planning materials to provide concrete and pictorial learning strategies to support pupils' understanding of number and calculation. Use of NCETM resources and change to the delivery of the delivery of the curriculum to develop a mastery approach. Use of Maths SLE to work alongside the Maths Subject Leader and support teachers to develop maths pedagogy in the classroom. | <p>July 2018 data:</p> <p>Y3: % of all pupils reached expected standard. % of disadvantaged/ % of non-disadvantaged.</p> <p>Y4: % of all pupils reached expected standard. % of disadvantaged/% of non-disadvantaged.</p> <p>Y5: % of all pupils reached expected standard. % of disadvantaged/ Of non-disadvantaged.</p> <p>Y6: % of all pupils reached expected standard. % of disadvantaged/ % of non-disadvantaged.</p> <p>(National expected standard at end of Y6 2018- %)</p> <p>Y6 2017: % of all pupils met expected standard.% of disadvantaged pupils.</p> <p>Disadvantaged school to non-disadvantaged national difference 2017-%. Non- disadvantaged school to non-disadvantaged national difference 2017- %.</p> <p>Disadvantaged school to non-disadvantaged national difference 2018- %. Non-disadvantaged school to non-disadvantaged national difference 2018-%.</p> | <p>Numicon- this approach was continued but with further staff development to look in detail at the use of the Numicon planning tools alongside practical apparatus. One HLTA trained nationally to deliver Numicon Intervention Programme. This intervention will continue with pupils from Y3 & Y4 from November 2018-June 2019.</p> <p>There was not enough practical apparatus to use during whole class teaching sequences. Resources have now been re-organised across school making them more accessible to teachers and pupils. Further resources were purchased to ensure that there are enough for all year groups to use successfully.</p> <p>PP Plans were in place from Oct 17 with specific targets to be achieved. These were communicated to parents and actions for support from them included. Importance of family 'buy in' became clearer as the year went on. Sandra Stainton to provide Family Link 2018-2019</p> | £10000 |

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| <p>Progress and attainment in writing and SPAG is in line with national figures for all groups and at end of KS2.</p> | <p>Provision of professional development: Training for subject leader to develop the whole school curriculum with focus on linking SPAG skills to text types. Professional development for teachers to develop use of SPAG skills in writing. Training for all staff on delivery of phonics. Use of No Nonsense Spelling & Grammar. Use of English SLE to work alongside English Subject Leader & support individual teachers.</p> | <p>July 2017 writing data:</p> <p>Y3: % of all pupils reached expected standard. % of disadvantaged/ % of non-disadvantaged.</p> <p>Y4: % of all pupils reached expected standard. % of disadvantaged/% of non-disadvantaged.</p> <p>Y5: % of all pupils reached expected standard. % of disadvantaged/ % of non-disadvantaged.</p> <p>Y6: % of all pupils reached expected standard. % of disadvantaged/ % of non-disadvantaged.</p> <p>(National expected standard at end of Y6 2018- %)</p> <p>Y6 2017: % of all pupils met expected standard.% of disadvantaged pupils.</p> <p>Disadvantaged school to non-disadvantaged national difference 2017-%. Non- disadvantaged school to non-disadvantaged national difference 2017- %.</p> <p>Disadvantaged school to non-disadvantaged national difference 2018- %. Non-disadvantaged school to non-disadvantaged national difference 2018- %.</p> | <p>Effective assessment was the key to ensuring this success criteria was achieved. Close work alongside a local SLE was particularly supportive. Moderation meetings regularly throughout the year ensured staff were focused and clear and the writing expectations for different points throughout KS2.</p> <p>Use of the end of KS2 checklist for writing ensured Y6 pupils were self-assessing their writing against this and were fully aware of what needed to be included. This is also supported independent working and responsibility as learners.</p> <p>Phonics training had limited impact but has now been followed with Talk for Writing training for all staff from the same provider which is impacting on practice in the classrooms. Some phonics issues still being detected across school in pockets.</p> <p>The use of No Nonsense Spelling and Grammar has not been fully consistent so this will continue to be a priority for 2018-2019 but lesson observations and book scrutiny show that pupils understanding of grammar and punctuation terminology is sound in all year groups. The focus remains on the embedding of these skills in independent writing.</p> <p>No Nonsense Phonics has been used to good effect in Y3 to ensure progression from Y2.</p> <p>Spellodrome was used throughout school 2017-2018. This had a significant impact on the spelling progress of some pupils. Many were still not accessing it at home. Disadvantaged pupils were targeted with time during the school day.</p> <p>Spelling progress will be main SPAG priority for 2018-19.</p> | <p>£2000</p> |
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ii. Targeted support

| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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| <p>Lower attaining pupils make accelerated progress in Maths from KS1/ Y3 Baseline results.</p> | <p>Use of Breaking Barriers Numicon programme. Use of Numicon Intervention Programme (2017).</p> | <p>? Year ? pupils targeted: ? pupils made 5 steps progress over 6 months. ? pupils made 3 steps progress over 6 months. (expected 2 steps).</p> <p>? Year ? pupils targeted: ? pupils made 5 steps progress over 6 months. ? made 4 steps progress and ? made 3 steps progress. (expected 2 steps)</p> | <p>Numicon Intervention Programme delivered to targeted pupils in Y3 & Y4 by trained HLTA. These sessions took place during the afternoon sessions to ensure that these pupils did not miss their timetabled maths or English lessons in the mornings and this time was additional to their maths timetable.</p> <p>On the whole this worked well and pupils responded well to the additional time and support.</p> <p>2018-19- target Y3 pupils so that additional support can be put in place after identification. HLTA to liaise closely with Y3 staff to discuss methodology and links between classroom and group work.</p> <p>Breaking Barriers materials were used in the schools SEND provision- Treetops with positive effect. Pains for 2017-2018 to continue with this.</p> | <p>£10000</p> |
| <p>All pupils have reading age at least in line with their chronological age by the end of Year 4.</p> | <p>Use of RWI Fresh Start programme. Use of IDL online reading programme.</p> | <p>? pupils were targeted for intervention. made more than 9 months progress with their reading age over the 9 months between Sept 17 and June 18. of these pupils made 18 months + progress over the same period.</p> <p>Number of pupils with reading age below chronological age in June 18:</p> <p>Year 3- pupils (8 SEND)</p> <p>Year 4- pupils (7 SEND)</p> <p>Year 5- pupils (4 SEND)</p> <p>Year 6- pupils (4 SEND)</p> | <p>This approach will continue during 2018-2019. Fresh Start and IDL will be used with pupils where appropriate.</p> <p>Project X books will also continue to be used to supplement the Fresh Start programme and focus more on comprehension skills and reading for enjoyment.</p> <p>SG to take responsibility for overseeing the management of the reading books and to identify children not reading at home. This information then to be shared with teachers. SG to support when identified support needed.</p> <p>The data shows that by the time pupils reach the end of Year 5 almost all have a reading age in line with their chronological age.</p> <p>Project X comprehension materials will continue to be used to further improve comprehension skills from Sept 2018. Feedback from pupils has consistently been positive about the impact of these sessions on their reading. Ofsted inspection May 18 visited a session and reported positively. More workbooks to be purchased- high expense intervention.</p> | <p>£6000</p> |

iii. Other approaches

| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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| <p>All pupils are motivated to learn and see themselves as learners.</p> | | <p>Lesson observations and book scrutiny evidence show that engagement in lessons and learning is good. there is little off task behaviour, work avoidance or low level disruption.</p> <p>Pupil interviews of disadvantaged pupils show they are proud of their work and enjoy being part of smaller intervention groups. They can reflect on their learning and see how they are making progress.</p> <p>Ofsted report May 2018 stated:</p> | <p>Regular book scrutiny and pupil interviews has had a positive effect on learning. Feedback and discussion with staff has led to changes in curriculum delivery, groupings and classroom management.</p> <p>Regular links in assemblies to learning and character strengths have embedded a growth mindset approach across the whole school. Pupils can talk about this effectively. This 'drip feed' approach will continue during 2017/2019.</p> <p>Links with other schools through S2SS work established a link with Pennine Way Primary School in Carlisle. A conferencing approach is used during afternoon sessions to provide immediate feedback to pupils and also encourage independent learning in the classroom. This will continue as and when teachers need it. (No longer providing strict guidelines around regularity of sessions)</p> <p>Family Jigsaw programme has enabled the school's Learning Mentor to establish positive links with vulnerable pupils entering Y3 and their families. Less positive attitudes to the 2017 group due to different mix of personalities and issues. Learning Mentor to continue the approaches but on a one-to-one basis with identified parents/carers needing support.</p> <p>Sandra Stainton to work with families on the focused learning targets on PP Plans to offer support, guidance, time and resources to ensure that pupils make progress and families are positively engaged in the process.</p> | <p>£10000</p> |

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| <p>All pupils, particularly those who are disadvantaged have attendance at least at 97%. There are strong links between home and school to encourage good attendance at school and being ready to learn.</p> | <p>Use of Principal Learning Mentor time to strengthen home links and improve attendance.</p> | <p>School attendance for 2017-2018 was %</p> <p>Attendance continues as a high profile issue school. All pupils are aware that attendance is important. There has still been resistance from some families towards the stance the school has taken but this is now a small minority. It predominantly concerns holidays taken during term time.</p> <p>Holidays taken during term time is still an issue as families work around shift patterns and holiday process.</p> <p>This target was not met with all disadvantaged pupils.</p> <p>% of disadvantaged pupils met the school target of 97% or above.</p> <p>% had attendance at 95% or above.</p> <p>% of disadvantaged pupils were in the persistent</p> | <p>Close contact and support from Learning Mentor was needed in some cases. This had a positive impact in terms of making attendance at school a high profile issue and ensuring that where there were issues these were dealt with promptly.</p> <p>This support will continue during 2018-2019 and attendance plans will be in place for those families where attendance is an ongoing issue.</p> <p>The continued focus on good attendance will carry on with weekly attendance celebrations and termly prizes and certificates.</p> <p>Pupil Premium Plans for 2018-2019 will contain attendance targets where necessary. There will be closer communication on percentages causing concern between teachers and learning mentor as part of this process.</p> | <p>£7000</p> |
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Many pupils enter the Junior School with above average attainment. This affects the progress measure for each cohort. The school uses its own baseline information in conjunction with KS1 results when planning priorities, support and interventions to ensure they are correctly matched.